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ABSTRACT

This annotated bibliography lists 36 books, reports, and journal articles on total quality management (TQM). Several discuss the implementation of TQM in the library setting. All but one of the sources were published in 1990 or later. Annotations include major themes and arguments, case studies, contents of collected works, and a number of references. (BEW)

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TOTAL QUALITY MANAGEMENT IN HIGHER EDUCATION AND LIBRARIES: A SELECTIVE ANNOTATED BIBLIOGRAPHY

ED 391 542

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Bogue, E. Grady and Robert L. Saunders. *Evidence for Quality: Strengthening the Tests of Academic and Administrative Effectiveness*. San Francisco, Calif.: Jossey-Bass, 1992.

The authors examine the traditional methods of measuring quality in higher education and how they relate to the public's demand for quality education and accountability. The authors consider traditional measures such as licensure, certification, accreditation, college rankings, and follow-up studies of graduates. The enumeration of this list and the various purposes for which data are collected prompts the questions what is being measured and for whom? The work presents a clear synthesis of the various arguments for the use of various measures as put forth by educators over the past decade.

Bonser, C. F. "Total Quality Education." *Public Administration Review* 52 (Sept.-Oct. 1992): 504-512.

Can higher education administrators meet the new challenges of the 1990s? Charles F. Bonser argues they can if they adopt the "total quality management" approach that has been so successful in other types of organizations. Using the principles of TQM outlined by Deming and others, Bonser discusses their potential application to the higher education environment.

Chaffee, Ellen Earle; Lawrence A. Sheer. *Quality: Transforming Postsecondary Education*, ASHE-ERIC Higher Education Report No. 3. Washington, DC: George Washington University, 1992.

Many colleges and universities, in responding to public demand for higher education and the external challenges it creates, are employing Total Quality Management (TQM)

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techniques to improve quality, increase productivity, and decrease costs. The quality improvement process itself (the tools for problem identification and developing solutions), largely ignored in the past by academic organizations, is now being studied and applied. The TQM process involves the complete transformation to a quality orientation and requires top-level commitment followed by substantial and comprehensive re-education of all personnel. In addition, the administration must develop a cooperative climate for change and recognize that the faculty play the most important role in developing the concept of continuous quality improvements and other TQM principles as they apply to academic activity. This report examines what quality is and what it requires, the technical system and tools for improving quality, and the type of administrative system required to allow the quality process to be successful. Finally the process of improving academic quality in the curriculum and classroom, as well as its assessment is discussed with emphasis on the student as the beneficiary. An appendix contains the Criteria for the 1992 Malcolm Baldrige National Quality Award. Contains ninety-three references and an index.

Chickering, Arthur W., David Potter. "TQM and Quality Education: Fast Food or Fitness Center?" *Educational Record* 74 (Spring 1993): 35-36.

Although the Total Quality Management approach in higher education institutions may focus greater attention on student needs, it also brings the risk of providing students with what they ask for rather than what they need to be well educated and prepared to enter a globally interdependent, complex workforce.

Coate, Edwin. "The Introduction of Total Quality Management at Oregon State University." *Higher Education* 25 (Apr. 1993): 303-320.

A discussion of the implementation of the Total Quality Management approach at Oregon State University over a number of years describes the planning process, steps and issues in implementation, specific results achieved, obstacles encountered, and lessons learned in the process.

Cornesky, Robert, and others. *Implementing Total Quality Management in Higher Education*. Madison, WI.: Magna Publications,1992. (ERIC NUMBER: ED343535)

This document offers administrators a concise approach to the various theories of total quality management (TQM) and the tools necessary to implement these theories at postsecondary educational institutions. The book is divided into four chapters. Chapter 1 introduces the principles of TQM by briefly: (1) reviewing the ideas of TQM leaders; and (2) discussing how their ideas might apply to institutions of higher education. Chapter 2 examines the common elements of the quality experts' ideas and suggests how they may be applied to institutions of higher education. Chapter 3 suggests an expeditious method to obtain a baseline from which to begin a total quality improvement

program. The method uses a nationally recognized tool (from the Malcolm Baldrige Award) to evaluate an institution's quality index. The suggested method can be used to rate either an entire institution or a single department/unit. Finally, the fourth chapter examines the conditions necessary for establishing a total quality culture in colleges and universities. These are: (1) education and administrative commitment; (2) education and commitment of faculty and staff; (3) establishment of trust; (4) establishment of pride in workmanship; and (5) changes in the institutional culture. Contains 22 references and a 597-item bibliography.

Cornesky Robert, et. al. *W. Edwards Deming: Improving Quality in Colleges and Universities*. Madison, WI.: Magna Publications, 1990.

An outline of the Deming philosophy of quality improvement and several examples of the application of this philosophy to higher education. Each chapter illustrates one of Deming's Fourteen points.

Cowles, Deborah, Glenn Gilbreath. "Total Quality Management at Virginia Commonwealth University: An Urban University Struggles with the Realities of TQM." *Higher Education* 25 (Apr. 1993): 281-302.

Virginia Commonwealth University has implemented some pilot improvement programs using the Total Quality Management approach. These have included improvement of a personnel action processing form, creation of a campus computing service request tracking system, and development of an alumni program database. The pilot programs have taught lessons about the process of change.

Deming, W. Edwards. *Out of the Crisis*. Cambridge, Mass.: Productivity Press, 1982.

This is Deming's classic work upon which much of the total quality management movement is based. The "Fourteen Points" and the "Seven Deadly Diseases" are listed and explained. Required reading for anyone responsible for TQM programs and/or training. Some may find it necessary to read this title several times before getting the Deming message if this is the reader's introduction to the subject of TQM.

Elwell, Peter. "Feeling the Elephant: The Quest to Capture Quality." *Change* 24 (Sept./Oct. 1992): 44-47.

A critical review of E. Grady Bogue and Robert Saunders' book *Evidence for Quality*. Elwell suggests that the movement to measure and improve quality in higher education is a reaction to the public's demand that higher education become accountable for the quality of education delivered to graduates. It is Elwell's premise that universities can only improve quality by examining instructional processes.

Falk, Charles F. "(TQM)2 = The Quick Move to Total Quality Management: A "Window of Opportunity" for Continuing Educators." *Journal of Continuing Higher Education* 40 (Fall 1992): 13-22.

Research shows that academics are either disinterested or slow to react to total quality management, which many businesses consider vital to economic growth. Continuing educators may demonstrate leadership by advocating, developing, and furnishing credit or noncredit activities about quality improvement topics.

Fisher, James L. "TQM: A Warning for Higher Education." *Educational Record* 74 (Spring 1993): 15-19.

Although the Total Quality Management (TQM) system offers an admirable goal and offers promise of organizational improvement, the process it recommends is not a panacea and may only forestall the conflict inevitably arising from decision making, individual accountability, and organizational change. The approach is being abandoned by some.

Fitch, D. K., J. Thomason, E.C. Wells. "Turning the Library Upside-Down: Reorganization Using Total Quality Management Principles." *Journal of Academic Librarianship* 19 (Nov. 1992): 294-299.

Professional staff at Samford University's Davis Library began to plan for vast organizational changes in the summer of 1990. This article describes their application of TQM principles to preparing for and implementing a restructuring of the Library and discusses the results of this reorganization.

Godby, Galen. "Beyond TQM: competition and Cooperation Create the Agile Institution." *Educational Record* 74 (Spring 1993): 37-42.

The market environment for higher education is being shaped by developments in technology, business practices, partnerships between education and industry, and adoption of Total Quality Management principles. Shrewd college administrators will combine competitiveness and cooperation to maintain or enhance their institutions' distinctiveness in the current difficult market.

Harris, John W. and J. Mark Baggett, eds. *Quality Quest in the Academic Process.* Birmingham, Ala.: Samford University, 1992.

This volume contains seventeen articles on the emergence and potential of "Quality Improvement" (QI) efforts in higher education. Quality Improvement is defined as continuous improvement of processes in a cycle of plan (administration of instructional processes), do/check (assess), act (on the assessment and then continue to), plan-do-check-act. The papers are as follows: (1) "Customers: You Can't Do Without

Them" by Thomas E. Corts; (2) "Key Concepts of Quality Improvement for Higher Education" by John W. Harris; (3) "How Quality Improvement Teams Work to Improve Processes in Departments and Administrative Units" by Susan G. Hillenmeyer; (4) "Longitudinal Student Databases: A Critical Tool for Managing Quality in Higher education" by Peter T. Ewell; (5) "QI Tools for Planning Instruction, Developing Courses, and Administrative Processes" by Casey Collett; (6) "Quality Standards and Support Systems in Successful Publication of Scholarly Research: A Process Analysis" by Robert G. Batson; (7) "A Total Quality Management (TQM) Organizational Behavior Course" by Jose Eulogio Romero-Simpson; (8) "Demythologizing Quality Improvement for Faculty" by J. Mark Baggett; (9) "Total Quality Improvement in the Basic Sciences: A Retrospective Case Study" by Ronald N. Hunsinger: (10) "Statistical Thinking and Techniques: A General Education Requirement" by Mary H. Hudson; (11) "Reducing the Hassle for Faculty through QI" by Billy J. Strickland; (12) "Fear in the Classroom: Implications for Quality Improvement" by Janice R. Teal; (13) "Writing: A Process that Can Be Improved" by David H. Roberts; (14) "What Can QI Contribute to Teacher Education?" by Julian D. Prince; (15) "Quality Legal Education By Design: Institutionalizing the Process of Change in a Law School" by Alexander J. Bolla, Jr.; (16) "QI from a Health Professions School Perspective" by Lucinda L. Maine; and (17) "The Quality Quest in Academia" by William E. Hull. Most papers include references.

Jurow, Susan, and Susan B. Barnard, eds. "TQM Fundamentals." *Journal of Library Administration* 18 no. 1-2 (1993).

Discusses Total Quality Management (TQM), benefits to libraries, and possible barriers to its adoption. The thirteen articles in this issue discuss (1) library approaches to TQM; (2) implementing a TQM program; (3) supporting TQM efforts; and (4) learning from experience of others.

Mackey, Terry and Kitty Mackey. "Think Quality! The Deming Approach Does Work in Libraries." *Library Journal* 117 (May 14, 1992): 57-61.

Presents W. Edwards Deming's Total Quality Management method and advocates its adoption in libraries. The fourteen points that form the basis of Deming's philosophy are discussed in the context of the library setting. A flow chart of the reference process and user survey questions are included.

Mangan, Katherine S. "TQM: Colleges Embrace the Concept of 'Total Quality Management'." *Chronicle of Higher Education* 38 (Aug. 12, 1992): A25-26.

Application of Total Quality Management (TQM), which stresses total staff commitment to "customer" satisfaction, is reported at increasing numbers of colleges and universities. A survey of twenty-two institutions found employees felt better about their jobs, students were happier, and communication was improved. Expansion of TQM into the academic arena is reported to be controversial.

Marchese, Ted. "Getting a Handle on TQM." *Change* 24 (May/June 1992): 4.

Total quality management (TQM), which has been adopted by many American organizations in the past ten years, has sparked the interest of many participants in the higher education community. According to some academics, the values and aims of TQM are much the same as those of assessment. In addition, TQMs focus on key processes echoes the "Seven Principles of Good Practice in Undergraduate Education." The quality movement contains many humane values and useful insights, but it is not fully formed, and educators should draw upon their inventiveness and wit when making use of it.

Marchese, Ted. "TQM Reaches the Academy." *AAHE Bulletin* 44 (Nov. 1991): 3-9.

This introduction to the application of Total Quality Management (TQM) on college campuses first reviews the development and application of TQM principles in Japanese industries and recent implementation in industries and the Federal Government in the United States. Twelve principles of TQM are then identified: (1) a focus on quality; (2)customer-driven; (3) continuous improvement; (4) making processes work better; (5) extending the mindset; (6) the discipline of information; (7) elimination of rework; (8) teamwork; (9) empowerment of people; (10) training and recognition; (11) vision; and (12) leadership. Common objections to applying TQM principles in higher education are then identified and answered. These include: resistance to seeing students as customers; resistance to the technical language of TQM; inability to see relevance of a business approach to faculty and students; and dismissal of TQM as just good management or just another fad. It is noted that early collegiate adopters of TQM appear to be either prominent research universities or community colleges. Examples of implementation strategies at a variety of educational institutions are then offered.

Masters, Robert J. and Linda Leiker. "Total Quality Management in Higher Education." *CUPA Journal* 43 (Summer 1992): 27-31.

This article presents guidelines to aid administrators of institutions of higher education in applying the fourteen principles of Total Quality Management. The principles stress understanding process improvements, handling variation, fostering prediction, and using psychology to capitalize on human resources.

Pearson, C. M. "Aligning TQM and Organizational Learning." *Special Libraries* 84 (Summer 1993): 147-150.

This article addresses Total Quality Management (TQM) in the general frame of organizational learning, including the pitfalls that can hamper TQM's contribution to improving competitive advantage. To establish the issue of TQM more concretely, three topics will be explored: (1) why managers and executives currently find themselves faced with an array of "programs of the week," (2) the fit between one such program, TQM, and organizational learning, and (3) potential misuses inherent in TQM.

Reynolds, Gary L. "Total Quality Management for Campus Facilities." *Facilities Manager* 8 (Summer 1992): 14-20.

This article examines the total quality management (TQM) concept as it is applied to higher education campus facilities. Each of the fundamental principles of TQM are examined as follows: customer-centered orientation; leadership; improved communication; continuous improvement; accountability; and quality of life.

Riggs, Donald E. "Managing Academic Libraries with Fewer Resources." *Journal of Higher Education Management* 8 (Fall 1992): 27-34.

A discussion of academic library management during retrenchment looks at a variety of issues, including staffing needs in the labor-intensive library environment, acquisitions budgeting, interlibrary cooperation (ownership vs. access to resources), entrepreneurship and strategic planning for problem solving, and use of total quality management principles.

Riggs, Donald E. "Managing Quality: TQM in Libraries." *Library Administration & Management* 7 (Spring 1993): 73-78.

Discusses the use of total quality management (TQM) principles in libraries. Topics addressed include commitment from the library director; strategic planning; training needs for library staff; the identification and selection of targeted areas that would benefit from TQM; quality improvement teams; analysis; proposed solutions; and evaluation methods. (five references)

Riggs, Donald E. "TQM: Quality Improvement in New Clothes." *College and Research Libraries* 53 (Nov. 1992): 481-483.

Academic libraries, pursuing excellence in their products and services, are a natural entity for total quality management (TQM). Basic TQM principles include making decisions based on objective data, respecting people and their ideas, empowering all library staff, focusing on the process, and doing the job correctly the first time, all to benefit the library user. (three references)

St.Clair, G. "Benchmarking, Total Quality Management, and the Learning Organization: New Management Paradigms for the Information Environment." *Special Libraries* 84 (Summer 1993): 120-157.

Obtaining management involvement and devising accurate measurements of service are the two major challenges in the application of benchmarking, Total Quality Management, and the learning organization as management techniques in library and information services work. Both are accomplished through the effective use of the library manager's interpersonal skills in determining what it is that management expects from the library and information services unit and how the services provided meet the information needs of the organization.

Sears, D. J. "The Best Books on Total Quality Management: A 1st Review." *RQ* 33 (Fall 1993): 85-87.

As more of Florida's state agencies prepared to establish Total Quality Management (TQM) processes, the State Library of Florida was asked to locate a list of the "top 20" books on TQM. No rankings of books were located in published literature. Members of the Tallahassee Quality Council Government Committee were surveyed to determine the value of individual titles to the development of a Total Quality process within their organizations.

Seymour, Daniel T. *On Q: Causing Quality in Higher Education*. New York: American Council on Education/MacMillan Publishing Co., 1992.

Seymour examines what is meant by quality and how it can be achieved. He spends considerable time looking at who are the customers of higher education and what is needed to achieve customer satisfaction. Seymour compares and contrasts customer satisfaction in higher education with customer satisfaction in manufacturing and service industries.

Seymour, Daniel T. "TQM on Campus: What the Pioneers Are Finding." *AAHE Bulletin* 44 (Nov. 1991): 10-13.

This article reports survey findings from a comprehensive, critical assessment of quality management initiatives at twenty-two pioneering colleges and universities. The eighty-three respondents identified key benefits of Total Quality Management (TQM) and major frustrations and problems. Key benefits included: increased involvement of people; increased listening by staff to customers; increased efficiency; improved climate and attitudes; increased respect for data based decision making; breaking down of campus barriers; improved communication across institutional components; improved focus on institutional mission; reduced redundancies; and improved cost effectiveness. Frustrations and problems identified included: time requirements; unclear commitment by top leadership; aversion to change by some; difficulties in achieving a deep acceptance of

TQM philosophy; difficulties in establishing effective teams; and difficulties in identifying tangible results.

Shaughnessy, Thomas W. "Benchmarking, Total Quality Management, and Libraries." *Library Administration & Management* 7 (Winter 1993): 7-12.

Discussion of the use of Total Quality Management (TQM) in higher education and academic libraries focuses on the identification, collection, and use of reliable data. Methods for measuring quality, including benchmarking, are described; performance measures are considered; and benchmarking techniques are examined. (Eleven references)

Sherr, Lawrence A. and Deborah J. Teeter. *Total Quality Management in Higher Education*, New Directions for Institutional Research no. 71. San Francisco: Jossey-Bass, 1991.

Total Quality Management, based on theories of W. Edward Deming and others, is a style of management using continuous process improvement characterized by mission and customer focus, a systematic approach to operations, vigorous development of human resources, long-term thinking, and a commitment to ensuring quality. The values espoused by this approach match those of higher education. This volume also includes a number of case studies on the application of total quality management in higher education.

Sullivan, Maureen, and Jack A. Siggins. "Total Quality Management Initiatives in Higher Education." *Journal of Library Administration* 18 (1993): 157-169.

Examines trends affecting higher education such as declining enrollments, replacement of faculty, rising costs, competition for enrollments, corporate education, work changes, and greater accountability and relates them to Total Quality Management (TQM). Relevant organizations, the role of leadership, and barriers to greater acceptance are discussed. (Eight references.)

Teeter, Deborah J, G. Gregory Lozier, eds. *Pursuit of quality in higher education: case studies in total quality management*, New directions for institutional research, v. 78. San Francisco: Jossey-Bass, 1993.

Contents: G. Gregory Lozier. Six foundations of total quality management; Robert L. Carothers, Mary Lou Sevigny. Classism and quality; John W. Harris. Samford University's quality story; Hans A. Acherman, Liesbeth A.A.M. van Welie, Carla T.M. Laan. Building on external quality assessment to achieve continuous improvement; J. Keith Ord. Total quality management in the classroom: a personal odyssey; P.E. Sokol. Improvements in introductory physics courses; Marian K. Baur. Bringing a nursing program back to life; Jean Thomason. Revitalization of library service; Karen

Archambault Miselis. Realizing financial savings through total quality management; Susan K. Winck. Teamwork improves office climate; Carol R. Tyler. Total quality management is total at Fox Valley Technical College; Mary Ann Heverly, Jerome S. Parker. Hoshin planning applies total quality management to the planning process; William L. Eakin. The role of the facilitator on total quality management teams; May M. Sapp, M. Lewis Temares. Using focus groups to clarify customer needs; Sharon Koberna, Pam Walter. Using total quality management tools to improve organizational wellness; JoAnn M. Williams. Simplifying a process with flowcharts; Pam Walter. Documenting total quality management projects; Robert S. Winter. On your mark, get set, go!; Nancy Lee Howard. The role of the quality manager; Pam Walter. When is a problem not a problem?; Robert A. Yanckello, Thomas B. Flaherty. Total quality management in word and deed; Jeffrey D. Liebman. A quality initiative postponed; Valerie J. Broughton. Confluence between standard operating paradigms and total quality management; G. Gregory Lozier, Deborah H. Teeter. The challenge: overcoming the pitfalls.

"TQM: a time for ideas." *Change* 25 (May/June 1993): 10-40+.

A special section on Total Quality Management (TQM) in higher education. TQM is intended to transform the modern corporate enterprise by suggesting that organizations should be driven by the intrinsic motivation in all people to do their best work. TQM's arrival on campuses has brought a wave of interest and skepticism. More important than movement for or against TQM is the appropriateness of its ideas for higher education. Articles discuss six TQM concepts that can be applied to higher education; how TQM is being implemented at the Georgia Institute of Technology, Pennsylvania State University, the University of Maryland, and schools in Boston, Phoenix, and Madison, Wisconsin; TQM insights that can be gleaned from its use in industry; and the academic practice of TQM.

Williams, Gareth. "Total Quality Management in Higher Education: Panacea or Placebo?" *Higher Education* 25 (April 1993): 229-237.

It is argued that, despite the special character of higher education and its institutions, the principles of the Total Quality Management approach (continuous improvement, consistent quality, staff/student participation, meeting customer needs, coordination, management procedures that detect poor quality and encourage good quality) can contribute to efficient and effective higher education.